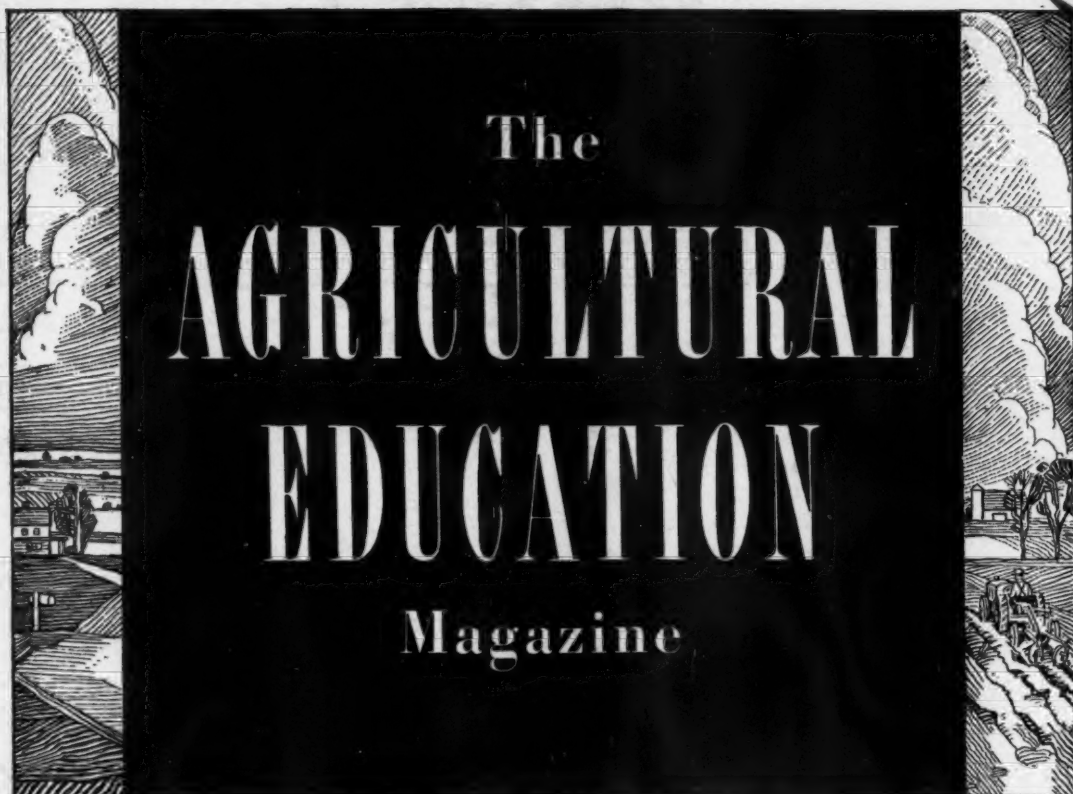


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We must have a new theory of education. Schooling must no longer be the mere acquiring of facts and skills to give back on demand at examination time. The new school must be the effort to educate for life thru life. It must seek continually to remake life to even higher and higher levels.—W. H. Kilpatrick.



The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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Editorial Comment

Just Suppose

WHAT would happen if some plan similar to the following one were put into effect thruout the country?

In each and every county invite the county agent, the home demonstration agent, the 4-H Club agents, all the teachers of vocational agriculture and home economics, one or more representatives of each of the major farming enterprises in the county, representatives of the farm women's organizations, members of the older youth groups (both young men and young women), one or more members representing the farm organizations, a representative banker, representatives of the Federal service agencies (such as the Soil Conservation Service, Farm Security Administration, and similar agencies), and representatives of all other agricultural and homemaking interests to attend a meeting for the purpose of setting up an organization for county planning. Suppose, further, that a working organization with appropriate committees and sub-committees were created out of the above group really to survey the county, involving all its social and economic assets and liabilities. Among those considered would be population analysis and trends, soil conservation and land use, transportation, marketing, housing, schools, churches, recreational resources, and any other agencies and forces that have to do with wholesome, satisfactory living in that particular county. After that, bring in State and Federal specialists to provide additional State and Federal information which seems to have any important influence locally.

A next step would be to set up some goals toward which to work; in other words, a county plan of action. It would have long-time aspects and problems for more immediate attention.

Then suppose each agency, i. e., each teacher of vocational agriculture, county agent, and so on, asked himself this question, "What can I do or what can our group do to bring about the immediate and long-time plans for our community and county?" And, having asked the question, he went about doing it with intelligence, co-operation, and zeal.

Of course, it would be a huge task. It would call for a great deal of time and energy. There would be misunderstandings and some lost motion at the beginning. On the other hand, there would be the supreme satisfaction of planned action. Dormant talent, abilities, and interests would spring up. The power of co-operative action would assert itself and the true principles of democratic action would produce results far beyond those now possible under the present *laissez faire*, competitive, individualistic procedure.

When new personnel became necessary, they would be chosen on the basis of their ability to fit into the picture and to contribute. When new enterprises were undertaken, common interest and knowledge would add to their possible success or prevent undesirable developments. Teachers of vocational agriculture would really have a rich fund of local materials and support. They could make an even greater contribution to their communities than has been possible heretofore.

All this is not so fantastic as it seems. It is being done in varying degrees in a limited number of cases. It is sound educationally. It is truly democratic. It will work if given a chance.—E. L. Austin, Washington, D. C.

Making 1939-40 a "New Year"

ACCORDING to the calendar, the New Year begins in January. But every teacher knows that it begins in September—new faces; new courses; new equipment; new phases of the program; and, for some, a new community. This is the month when, if ever, the teacher of agriculture puts into effect some improvements in his methods or starts new activities which make of him a better teacher than he was the year before.

Elsewhere in this issue are some representative pictures of the thousands of teachers of vocational agriculture who spent

some time during the summer in professional improvement, either at a summer conference or in short courses on the graduate level. What will these men do this year that will be different from what they did last year?

Knowing something of the topics discussed at these conferences and the problems studied in summer sessions, a list of "changes proposed for the new year" might be concocted. Probably no one teacher would select a similar list of innovations for himself, since every man and every situation are unique. But a composite of the resolutions might bear some resemblance to the following:

1. I will pay more attention to guidance of high-school boys and out-of-school youth, for I realize that their lives and careers are at stake and that these are more important than large enrollments.

2. I will call in and make more use of farmers, the county agent, the superintendent, and civic leaders in planning what I am going to do. I will stop speaking of "my" program and refer to "our" program.

3. I will make a start in aiding graduates and drop-outs to get placed in an agricultural occupation; and I will follow them up.

4. I will put forth extra effort to help young men out of school to become established in farming. To do this I will cease trying to be a walking dictionary on technical facts and try to become an authority on farm-placement opportunities within the community.

5. I will replace opinion with tested facts when teaching adult classes, for I have learned that true success in farming is not built on hunches, but on sound application of science.

6. I will do less talking in my teaching. I will encourage farmers to talk more.

7. I will acquaint the public more thoroly with the objectives, the activities and outcomes of the program, because I realize now that the program actually belongs to the public, not to me.

8. I will co-operate a little more closely with the school staff and extension workers and stop being supersensitive about who gets the credit.

9. I will de-emphasize contests and the importance of "winning." I will re-emphasize co-operation by helping boys to engage in co-operative activities.

10. I will make the theory of "basing instruction on boys' farming programs" an actuality in my teaching.

11. I will spend less time teaching minor manipulative jobs in farm mechanics and more time in teaching boys to plan, to think, and to solve managerial problems in selecting, constructing, and repairing equipment.

Perhaps there are some teachers to whom none of these changes appeal. Perhaps all of them are already being done. To such persons we make a final suggestion. May we get more real enjoyment and thrills out of our job this year. We are engaged in a great and challenging profession. Let us demonstrate our belief in it and make 1939-40 truly a "New Year."

American Education Week, 1939

AMERICAN Education Week has been announced for the week November 5-11. The general theme for 1939, announced by the National Education Association, is "Education for the American Way of Life." Four of the topics are based upon the objectives of education as recently re-defined and stated by the Educational Policies Commission of the N. E. A. The daily topics for the week are as follows:

Sunday, November 5 . . . The Place of Religion in Our Democracy

Monday, November 6 . . . Education for Self-Realization

Tuesday, November 7 . . . Education for Human Relationships

Wednesday, November 8 . . . Education for Economic Efficiency

Thursday, November 9 . . . Education for Civic Responsibility

Friday, November 10 . . . Cultivating the Love of Learning

Saturday, November 11 . . . Education for Freedom

A. K. GETMAN

Professional

R. W. GREGORY

Rural Culture Thru Education

DR. ERNST HARMS,

Special Adviser in Psychology, U. S. Department of Agriculture, Washington, D. C.

THIS magazine represents probably the most progressive educational attitude in the whole field of American agricultural planning. If one tries, however, from a survey of several volumes, to abstract the typical characteristics of the farmer of today and of the farm life which provides the basis of the studies published, there emerges a pattern of the American farmer which can be described as follows: He is a man whose life's content is to make a living by growing plants and propagating animals. Because for the most part this occupation requires a rural environment, he lives in the country. He regards himself as a rural or land worker just as the machine operator in industrial areas regards himself as a factory worker. If he can successfully develop his activities on a large scale, he may become a kind of rural factory owner or rural magnate.

The whole life-content of this modern American farmer is almost exclusively economic in nature. His interest, therefore, in developing his growing and breeding, is to obtain the best quality and most easily salable merchandise. Consequently, he is rather progressive in the application of new techniques and thoroly interested in the scientific betterment of agriculture. He is in every respect exceedingly zealous in the practice of his own profession. In his wider life-sphere, however, he is in practically all his cultural interests envious of and imitative of the opportunities of modern urban civilization with its newspapers, cinema, radio, automobile, and all the numerous mechanical contrivances that aim at an easy existence. In general, the cultural tone of the modern American farmer derives, with small exceptions, not from a definitive rural-life pattern but from the broader and more general cultural patterns developed by our machine age and our urban civilization.

Rural Culture in Other Countries

However, even the most eager advocates of the adaptation of agriculture to the dynamics of the modern age and the extension to agriculture of the benefits of urban civilization cannot pretend that the existence of the modern farmer constitutes the highest and best form of rural life. The cultural inadequacy of such an existence is particularly evident if it is compared with the rich rural culture of the old European countries. And everyone is aware of the chronic dissatisfaction of the American farmer with his social, economic, and cultural status. He has a well-developed "inferiority complex" and likes to be petted as the most serious problem-child of governmental and emergency agencies.

Editor's Note: This pointed article by Doctor Harms follows a line of thinking which, as he says, is found infrequently in these columns. Whether or not the reader agrees with what is said in this article, it will make him think. We invite further discussion of this topic by way of an elaboration of the thought introduced, a reply to Doctor Harms, or practical suggestions for teachers of agriculture who are interested in building a better rural culture, to follow.

If we look back to the agricultural countries of the "old world," it is apparent that there has indeed existed something that must be called a distinct rural culture with its own family and community patterns, its own customs, laws, religion, and a wide range of cultural aspects—rural art, folk lore, the song, the dance, and even a kind of specific wisdom. It was a fully developed, mature, cultural world and it stood as a culture in its own right. It was neither an imitation nor an extension of the urban European cultural spheres. It was so distinctly real and substantial that city-dwellers often found their national expression in the elementary solidity and richness of the rural folk art and culture. When descendants of strongly bound national groups come together in a kind of collective nostalgia, their national culture finds expression in the reproduction of rural life-forms such as folk-dancing and singing. Moreover, this is not, as I maintained in an article¹ some time ago, the expression of a rural pattern, but much more that of a national pattern. It speaks well for the strength of these rural forms that they become reproduced as the most elementary expressions of national feeling. These rural life-forms are more genuine and more vital than the similar forms of the urban societies of such countries.

If, from the point of view of the cultural educator, we look beyond the problems of training students in modern agricultural techniques to the wider problem of creating for the farmer a rather complete and satisfactory world of life, we find that this problem has been almost completely unconsidered. In a lecture on December 2, 1938, before the Christian Rural Fellowship, Undersecretary of Agriculture M. L. Wilson, in speaking of what he calls the non-material culture, said: "Farm life has in many cases lost a charm that it once had. Rural churches and rural family life have lost something admirable and worthy without gaining much in its place." For broader and deeper-reaching educational considera-

tions, however, we must not only raise but answer a question as to what role the rural cultural elements, which were lost or undeveloped in the United States, played in Europe; and what role the replacement of these elements has in the wider scope of any political and economic scheme.

What Farmers Think About Their Profession

The importance of these rural cultural factors would be somewhat limited if they were considered merely as charm. Rural "charm" will surely be regarded as of minor significance by most present-day American "Agrar-politicians." These same cultural factors have much more serious aspects; such as the inner distress of the farmer who regards himself as "digging in the dirt," and the dissatisfaction of the children who much prefer work in town and factory to continuing this "dirty" profession and are reluctant to return to the farm once they have been away from home. There are also fundamental factors of mental health, mental guidance, and education for which the old rural worlds had in their well-developed life-forms strong supporting elements.

No agricultural planner and educator will be able to deny that the last two mentioned categories of factors are of fundamental importance in any positive and progressive activity. But, for the most part, it is not realized that the inadequacy of these factors in present rural life is caused to a large extent by the loss of the earlier cultural life-forms whose place has not been filled by any similar institutions. This problem is fundamental to any serious and far-sighted rural educational program.

I realize that quite a number of persons who are not particularly intimate with the field of rural education will maintain that the questions raised here are neither new nor require further treatment. There will be some who will maintain that a good deal of such non-material elements has already been brought into the sphere of rural life. For example, in an informative document concerning extra-economic rural activities by DeBrunner and Lorge,² a whole chapter is devoted to "Adult Education: Agricultural Extension." One finds that there exists in present rural life a great many of those activities which composed the cultural factors of old-world rural life—folk-dancing, folk-songs, handicrafts, games, and, to an astonishing extent, the drama, a form which has been exercised in Europe but rarely. To be quite fair, one would also find quite new and progressive elements—the radio, libraries, magazines, home demonstration and discussion groups, activities which in this country are considerably more advanced than in most European countries of today.

If these cultural forces, however, are judged from the point of view of their significance to the total national culture or, even more, in view of their influence on the personality of the farmer him-

self, they seem quite tenuous and insignificant. They cannot be regarded as a compensation for the old rural culture which Dr. Wilson correctly regards as lost, nor as the outgrowth of a rural culture which many people today may regard as old-fashioned.

The Main Question at Issue

Here we have reached the point at which this article is aimed. Generally, if we neglect to discuss the whole sphere of non-material culture but limit ourselves to "adult education" and leisure-hour occupation (which is characteristically treated as a minor aspect of extension work), we have not the broad educational picture in view, but only a very narrow section. From the wider point of view it is not the final aim of education to give enjoyment, to teach people effectively to occupy their leisure, or somewhat more sentimentally to try to renew beautiful old rural customs and forms of life. Education must answer the fundamental question: *What is necessary to develop the whole rural life-sphere so that it gives to the farmer a fully satisfactory cultural existence?* So that, for example, he is not ashamed to "dig in the dirt," but is proud to be a countryman who looks down upon the unfortunate city-dwellers who have no ground under their feet and no sky over their heads—just as proud as were the old farmer dynasties in Europe. He must find that satisfaction which arises from the adaptation of his personality, his social, aesthetic, and mental needs to the circumstances in which he lives, so that he will not develop the pathological depression which is only too prevalent among our rural population. There must be developed in the farmer a mental outlook which in its religious and metaphysical aspects will frame a mature "rural consciousness." The problems are not to choose a specific kind of adult education or whether to indulge in folk-songs or a circulating library, but much more general ones for which the definitive and appropriate techniques must first be found. No quick action can be taken toward the solution of these problems. In the field of rural education these problems must be considered very intensively and profoundly. Out of constant discussion will emerge the proper point of view and practical program.

The Responsibility in Agricultural Teaching

To repeat: There exists today in the rural areas of the United States not a real and complete cultural world but a rather limited professional one. It is necessary to create a real cultural sphere not only from a sentimental or aesthetic point of view but from a very real social and economic point of view. To create this sphere is the primary task of the agricultural educator; but ways and means are not at all clear, even in sketchy outline. For example, it would be completely wrong to copy the European folk culture or even to use it as a point of departure. Realism and the promise of success both demand that the means fit the circumstances. It is at this point that many mistakes have been made in agricultural extension and adult education activities. They have neglected the wide point of view and

have failed to co-ordinate their measures with a sound study of the real needs.

Present-day agricultural teaching is directed for the most part toward the development of rural life on its more material and economic side. But there is today a much greater task confronting the rural educator—the most difficult task with which he will ever come to grips—to develop a real rural culture. But this task will not be done by any immediate great activity directing toward the farmer a succession of quickly found and quickly assimilated educational measures. It is necessary first to "educate the educator" by making him conscious of, and developing an insight into, the problem of training farmers not

only to raise crops but to build a rural culture adapted to this or that region or set of circumstances. Clear vision with respect to rural culture does not mean the development of theories of procedure but the development of a deep insight into the needs which are the basis of the procedure. Programs and theories are all too often dull and deadly—culture and cultural existence involve a vital human activity. The instinct for rural culture can be won but slowly; once achieved, it can be applied directly in any agricultural teaching.

1 Harns, Ernst, "Rural Attitudes in Present Urban Civilization."—*Social Forces*, Vol. 17, No. 4.

2 "Rural Trends in the Depression Years 1930-36"—Columbia University Press, New York, 1937

Responsibilities of Teachers of Agriculture

VERD PETERSON, State Supervisor,
Columbia, South Carolina

THE district conferences for agricultural teachers in South Carolina for 1938 were devoted to an analysis of the responsibilities of teachers of agriculture. This work was under the direction of the district supervisors and the state supervisors. The participation on the part of the teachers was excellent. All teachers of agriculture in the state attended, entered into the discussion, and made their contributions.

The law and the needs of the farm people in the communities where the teachers are employed were used as a starting point for analyzing the teachers' jobs and responsibilities.

As an approach to the problem, three questions were raised which have direct bearing on the problem from the teachers' point of view. These were:

1. What are the responsibilities of a teacher of agriculture?
2. Into what groups do these responsibilities naturally divide themselves?
3. To whom is the teacher responsible for his work?

The procedure followed was to make a list of the responsibilities that pertain to all phases of the teacher's program. The final aim in listing these responsibilities was to have each one stand out to itself insofar as possible, and to see that the different responsibilities did not overlap each other enough to be confusing. To do this, many of them were broken down into their different smaller units.

The teachers were disposed to place much emphasis upon the moral phases of their responsibilities. The principal phases considered were moral, official, and professional. It was the opinion of the teachers that their moral responsibilities were first to the people who live in the community, who are in some measure depending upon good teaching to help improve their living and find a better way of life.

It developed that the teacher's entire official responsibilities were to the local school authorities, county boards of education, and the state department of education.

The professional responsibilities were considered first in relationship to other teachers and professional workers, then to the people they teach.

The following guiding principles in determining the teacher's responsibilities were gradually developed as the conference proceeded:

1. The program is based upon the pertinent problems on the farms from which students come.

2. The program provides ample opportunity for each student to participate in the activities of the farm, the farm home, and the community in a way that both physical and mental phases of learning may take place under favorable conditions. It provides for the pupils in a way that they may learn leadership and co-operation.

3. The physical plant of the school, including the classroom, shop, library, and other equipment such as cannery and feed mill, must be adapted to the educational needs of the community and should be flexible enough in its nature to be adjusted as changes in the program are needed.

4. The methods of instruction used must be such that each individual and each separate group of individuals instructed is provided with the most stimulating mental atmosphere for learning.

5. The teacher so organizes and carries on his work that he makes the most effective use of his time to improve the efficiency of the entire program, and improves his own working ability thru professional improvement.

The following is a list of opportunities, as compiled from the results of the district conferences on the responsibilities of agricultural teachers. This list is only tentative and many of the statements are subject to further refinement.

As the teachers and supervisors continue to use these in the further development of the program, many of them will probably be changed. It is hoped that the teachers will use this list to the best advantage in the building of their programs for the coming year.

Responsibilities of Teachers of Agriculture

- ✓ 1. To organize and teach all-day, part-time, and evening classes in agriculture.
- ✓ 2. To carry on Future Farmer work with all-day boys.

✓ 3. To develop effective programs in farming with all-day boys on their home farms.

✓ 4. To develop units of instruction in agriculture for the adult farmers of the community to help them with the principal farm problems on their farms and in the community.

✓ 5. To carry on such contests with all-day pupils as will promote worthy activities as a part of the program in instruction.

✓ 6. To prepare, or to assist in preparing, materials on vocational agriculture to be published in newspapers and other places in order to acquaint the public with the program.

✓ 7. To train prospective farmers in securing equipment with which to farm.

✓ 8. To train prospective farmers in securing proper credit for carrying on the business.

✓ 9. To co-operate with teachers of home economics in training farm boys and girls in the establishment of desirable farm homes.

✓ 10. To equip classrooms and shops in such a way as to carry on effective instruction.

✓ 11. To secure or develop proper subject matter for carrying on instruction.

✓ 12. To co-operate with other departments of the school in teaching a program in agriculture that gives the farm boy training in the social and economic phases of farm life.

✓ 13. To teach farmers and prospective farmers the principles and practices of business co-operation.

✓ 14. To carry on a program of professional improvement.

✓ 15. To establish himself economically and socially in the community.

✓ 16. To teach farmers the present economic situation in this country, and its relation to the income of farmers and other groups.

✓ 17. To keep the local and state school authorities informed of the progress of the work thru reports and otherwise.

✓ 18. To prepare such a clear-cut program of work that the teacher may easily acquaint all related organizations working with the farmer with the exact nature of his work and how he can co-operate with them.

✓ 19. To prepare and carry out a plan of follow-up work with all boys enrolled in vocational agriculture.

✓ 20. To prepare and carry on instruction with low-income farm families that improve, insofar as possible, their income and standard of living.

✓ 21. Provide a type of instruction for part-time groups that will help them most in getting established in farming.

✓ 22. To provide the best-possible type of organization for interesting part-time boys in working together in establishing themselves.

✓ 23. To teach farm boys, thru camps and otherwise, wholesome recreation.

✓ 24. To provide, thru instruction in the various classes, for improving the beauty of the farmstead.

✓ 25. To work out each year a comprehensive list of farm problems of the community which individual farmers and prospective farmers must face in their year's work, and secure the best teaching material available on these problems.

✓ 26. To prepare a tentative long-time teaching program based on fundamental farm problems of the community.

(Continued on page 53)

Joint Teacher-Training Program in Home Economics and Agriculture

C. E. DEAN, Teacher Education, Greensboro, North Carolina

A JOINT training program for trainees in home economics and vocational agriculture was carried out for the first time last year during the winter and spring quarters at A. and T. College. The objectives were to give the home-economic trainees some training in agriculture, and the agricultural trainees some work in home economics, since they will be expected to co-operate in various ways after graduation.

Several methods were used in determining what to offer. Among other devices, a questionnaire survey was conducted. From this the following

units were selected to serve as a beginning of this work:

1. Two meat units
2. One unit in making home conveniences
3. The unit in style show activity in co-operation with a community sewing-club project.

For explanation the following sketch of the program is exhibited to show what each group of trainees accomplished during the training period.

In addition to the exercises listed, the girls took one course consisting of a unit in poultry, one in shopwork, and one in electrical appliances for home use. The men students, assisted by the girls in home economics, had charge of two ham shows in which approximately 200 farm people participated.

The joint programs were carried out under the supervision of Mrs. M. W. Bolden, Miss C. E. Crawford, W. T. Johnson, and C. E. Dean, assisted by extension workers of Guilford County and the teachers of A. and T. College.

PARTICIPATION BY AGRICULTURAL TRAINEES

1. a. A discussion and demonstrations to learn the proper methods of killing, trimming, and curing meat animals.
- b. A ham show at the training center for the purpose of giving the group experience and training.

2. Discussion and demonstration on canning meats (18 quarts were canned).

3. Home conveniences, such as dressing tables from orange crates, storage quarters for cooking equipment, and household articles, were made. Meat carving knives were made from old saw blades.

4. Discussion and demonstration on selecting the garment which would be proper for service, as well as to bring out the individual's personality.

PROJECTS

- I. Killing and curing farm meat; exhibiting hams.

- II. Fresh meats (veal).

- III. Making use of the common things.

- IV. The style show.

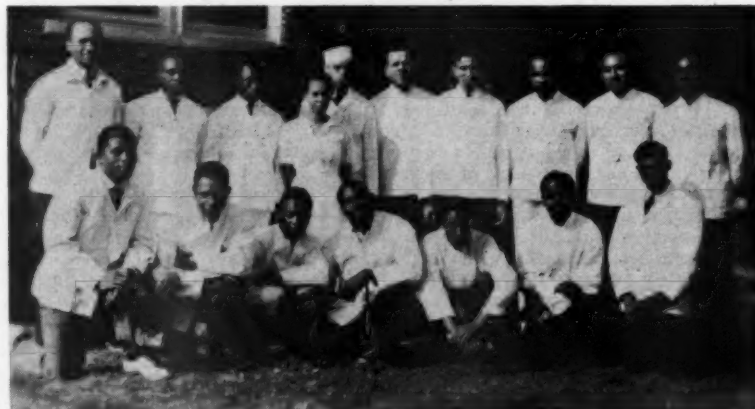
PARTICIPATION BY HOME ECONOMICS TRAINEES

1. Discussion and demonstration on how to prepare ham and various meats.

2. Demonstration on canning. Assisted the agriculture trainees in developing simple skills in canning.

3. Made dressing table covers; made over dresses and shirts from fertilizer bags.

4. Demonstration of proper garments for certain occasions and of how to purchase garments to bring out the personality.



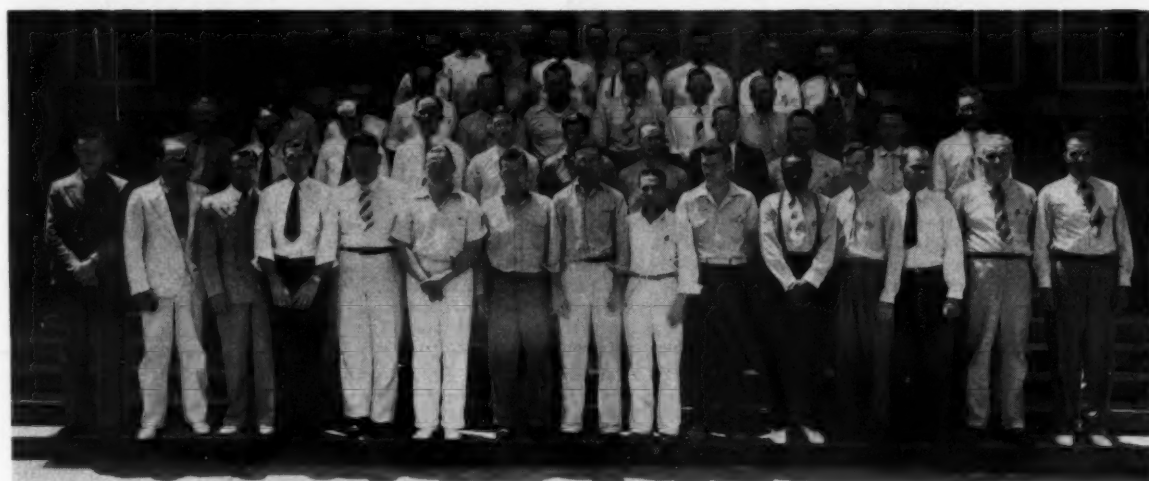
Agricultural Trainees of A. & T. College Enrolled in Meat-Canning Unit in Home Economics

Where They Were This Summer



A record attendance was set this year at the annual summer conference of teachers of vocational agricul-

ture in Iowa, held on the Iowa State College Campus at Ames, Iowa, during the first week in June



Sixty-one teachers of agriculture from Michigan and five other states attended three-week and six-week

courses in education and agriculture in the summer session at Michigan State College, East Lansing



New officers of the Missouri Vocational Agriculture Teachers Association elected at the annual summer conference of teachers in Missouri. Front row, left to right: T. C. Wells, Bowling Green, Sergeant at Arms; L. C. Thomson, Norborne, Secretary-Treasurer; Carl Gross, Cameron, Vice-President; and Darrell M. Young, Ne-

vada, President. Back row, left to right: J. L. Perrin, State Supervisor, C. D. Thorp, New London, and T. C. Wright, Tuscumbia, Executive Committee; F. C. Wilkins, Rolla, Parliamentarian; and Sherman Dickinson, Professor of Agricultural Education, University of Missouri

A. M. FIELD

Methods

Individualization of Instruction as it Actually Operates in Vocational Agriculture*

WALTER BAYSINGER, Instructor,
Streator, Illinois

LAST June I sat in our high-school auditorium at commencement time and watched the 10 senior boys who had taken the course in vocational agriculture march to the platform and receive their diplomas. I had had most of them in my classes for four years and now they were leaving.

I sat facing the questions: How are these 10 boys different as a result of having taken vocational agriculture? What contribution has it made to their lives and how is it going to change their future?

Pondering these questions, the realization of the great opportunity of these four fleeting years again came back to me. How are we going to use those years in vocational agriculture so they will be of maximum value to the boy?

I was especially interested in this group of boys because it was during their four years that I had been seriously trying to base my teaching on the supervised practice program and this, of course, involved much individual instruction. Even tho my efforts in this direction were still in an experimental stage and could not have produced in these boys all that one would like to have seen accomplished, I did feel that this method of teaching had brought them to a larger measure of achievement and understanding than a "read and recite" information course would have done. Thru their project programs they had become established in those enterprises that were to be of major importance later as they became farmers. The solution of project problems at home had given them the basis for efficient operation in those enterprises.

Some years ago I lost interest in the type of course which is based on systematic groupings of subject matter, such as soils and crops, and animal husbandry. The great disadvantage to the boy was that there was very little motive for him to use or apply the facts, information, and principles, because they did not relate to his projects—the things he was interested in. And those project problems on which the boy needed to work were either side-tracked or given too little attention in class. Thus, much of his course became unused, cold-storage material which failed to function. The boy's interests,



Walter Baysinger

ambitions, and visions are little affected.

Educators tell us that a boy's life must change as a result of his education. With this idea constantly before me I had grown tired of reaching the end of a year and not seeing any vocational growth in the boy or his achievement at home. I wanted something that would function in the boy's life, which would stir him to accomplish things, and to grow in the doing of them. I find that basing the teaching on the home-project program, with the boy's individual problems the basis of the course, does this.

Our farm boys come to us as individuals from widely varying home situations, personal interests, and individual makeups. They are going back into just as varied a set of conditions when they are thru school. We fall far short of doing the individuals the most good if we run them all thru the same grist mill of a class, expecting each one to respond and develop satisfactorily.

Thus, the differences that exist in these boys and their situations lead them to select project programs from very different combinations of enterprises. There may not be any two programs alike in a class. For instance, John may have sheep, bees, corn, and capons; David may choose hogs, corn, sheep, and popcorn; while Raymond decides on baby beeves, alfalfa, corn, ducks, and oats. Most boys at the Streator High School have from three to six projects each, with probably not over half a dozen of them with fewer than three.

A Departure From the Beaten Path

To conduct a class based on project problems when the boys do not have the same problems sounds impossible, and it would be with the usual type of class. But suppose we have each boy work on a problem he assigns to himself because he is facing that problem at home. This is quite a different situation than having the whole class work on something the teacher assigns. In fact, it sounds like a good formula for utter confusion. But it works. The boys, with the teacher's aid, make it work. They have much more incentive to study something that they feel the need of knowing and applying at home than some other subject that is not going to function for them at home.

How do the boys know what their problems are? During the first weeks of the freshman year each boy sets up his project program. Then we take time to go over each enterprise, listing from the suggestions of the boys supplied

mented by those of the teacher, all the possible problems or jobs (using these words interchangeably) that might come up in that enterprise. This list will not be complete, as we will not think of all the possibilities. But it is filed by each boy in his notebook behind the tab for that enterprise. Each boy selects from these lists the jobs in each of his project enterprises with which he feels he will be concerned his first year. This may make a total of 20 to 25 for all of his projects. He then arranges them in order of seasonal sequence. This list becomes his self-made course of study for the first year. He may add to this list during the year as he meets problems he did not anticipate or drops some jobs he listed which did not materialize into live problems for him.

Let us take a look at the list of one boy who has hogs, capons, corn, and bees for his project program. The problems are arranged as seasonally as possible without regard to enterprises:

Selecting a good gilt.
Determining how to get started with bees.
Caring for and feeding the pregnant gilt.
Determining what kind of hybrid corn to grow.
Selecting equipment for bees.
Determining what breed of capon to have.
Determining when to start the capon chickens.
Selecting the site for the bee hive.
Handling bees.
Caring for the sow and litter at farrowing time.
Brooding chicks.
Preparing the seed bed for corn.
Feeding chicks.
Hiving package bees.
Weaning pigs.
Vaccinating pigs.
Caponizing chicks.
Feeding capons.
Supering the bees.
Feeding market hogs.
Fitting pigs for show.
Showing pigs.

This list may not appear to be a very big year's work. But for a freshman to learn to work out his own problems and to do it thoroughly enough to make an application of them at home, along with the other class work during the year, we will find he has plenty to do.

Now, as we look at the list of jobs, we recognize there are two different kinds of problems—those which are management or thinking jobs calling for a decision, and operative or doing jobs in which the boy needs to find out how and why to do certain things. As we recognize these two types of jobs we realize that they are the identical kinds of situations that confront farmers in the operation of their farms. When we use the class time to approach these problems that actually exist in the boy's life and train him in the procedure of solving them, we are far more effectively training the boy for life than we would with the prevalent methods that deal with systematic subject matter-disregarding the boy's individual, immediate needs.

WHAT is the procedure in solving these two kinds of jobs, and how do we get the boy started using them for himself? First, let us take a management or thinking job, such as "Determining My First Year's Project Program." First, we show them that it exists as a problem for them because they lack information and facts con-

cerning the problem and that this prevents them from making a decision. Not until they know all they can find out about the matter can they make a decision. We point out that the more thoro they are in collecting facts and information, the more accurate and reliable will be their decisions. So the boy sets up a form on his notebook pages including the columns: "My Problem," "What I Need to Know," "What I Found Out," "My Decision," "Reasons for My Decision," and "My Plan for This Job."

We then get information on these questions from various sources such as the experience of the boys themselves, the experiences of older boys, their fathers or other farmers, the financial facts from completed project-record books, visits to projects in progress, project stories in farm papers and magazines, and calculations on financial aspects of the project. The search for this information in this particular job will take us outside the classroom. As we get this information we record it in the "What I Found Out" column. We begin to see that the more information we get, the nearer we are to a decision. Again, we point out to the boys that thoroughness in gathering facts and information makes more accurate decisions, and that accurate decisions often mean greater profit and satisfaction. Having accumulated facts and information, our judgment seems to push the decision out in front. We know why we decided as we did; we have our reasons for it. With the decision made, the remaining columns in the notebook are filled out, including the boy's plan for a course of action following the decision. With this procedure worked out as a class for one or two "thinking" jobs, the boy is ready to make an effort at working his own management jobs.

How Operative Jobs Are Planned

As an example of the operative or doing job, let us take caponizing. As we start to study this or any other doing job we see that it is made up of a series of steps or things to do, each following another in logical sequence leading to the completion of the job. We want to know how to do each one of these steps and any of the "whys" that would give us a better understanding of the doing. So the columns for our notebook pages for this kind of job will be "What to Do," "How to Do It," "Information," "Working Data," and "My Plan for This Job." As the boy reads the references on caponizing he "spots" or picks out the steps or things to do and gets them all listed in their logical order of sequence. After putting down the first step in the "What to Do" column he tells how to do it in the next, and adds any pertinent information about it in the third column. The fourth column, "Working Data," is just a convenient space to be used now or any time later to record things pertaining to the job. For instance, he may want to keep a mortality record of his caponizing work or to record the address of a manufacturer of caponizing tools. The last column will probably state that he plans to caponize his share of the F. F. A. class project capons and that he will work on a dozen or so cockerels for his folks. If he should be planning on a capon project, he would mention that.

Thus, in this type of job, we have the boy securing practice in analyzing reference material for the instruction that it gives him in applying himself to the doing of various things and understanding the "whys" back of the doing.

A Word Picture of Individualization

This brings us to the point where we are ready to visit the class at work on individual jobs. Each boy has his own list of jobs for the year and is now working on one of them with notebook and reference material spread out before him. All the boys have worked together on one or two of each of the two kinds of jobs, so they have a working knowledge of the procedure. The class tables are arranged "U"-shape, the boys sitting around the outside and the teacher moving around on the inside from boy to boy as they need his help. Let us watch and listen in:

The teacher is leaning over the table talking with Robert, helping him to straighten out his job of "Selecting Pullets for Egg Production." Most of the reference material he has found deals with culling layers which have laid all or part of a year. The teacher points out that selecting pullets is done differently than the culling of laying hens. So they find in another part of one of the books considerable information on the pullet job. As Truman raises his hand the teacher steps over to him. "Where is this Guernsey office located?", Truman asks as he works on his job of registering his Guernsey calf. The teacher shows him that the address is on the application blank with which he is working. "Are you sure I can get that Production Credit loan to get a gilt?" Teacher: "Are you sure you could pay it back?" "Yes, I'd have my pigs, capons, and corn, besides my calf." Teacher: "Yes, that looks like a safe proposition—I'm sure we can arrange that." Virgil speaks up as he raises his hand: "I think I'll get either Barred Rocks or Buff Orpingtons for capons." "Why?" asks the teacher. "Because they get heavy," replies Virgil. Teacher: "Well, have you all the information you need? Some of those other factors are important too." "No, I've got to work some more on it." "Here's just what I want," exclaims Willard, "this is the house I want." He has been looking over some plans for individual hog houses. As he shows the plan to the teacher he tells him it will have more room and be easier to work in than the A-type house. Teacher: "Suppose you take this plan home tonight and talk it over with your father and if you can show him that this is the one you should have, we can figure the cost of it—your dad will want to know that. Maybe he would like to figure that with you tonight."

The teacher moves over to Jim who hasn't been applying himself very consistently. Teacher: "How are you getting along, Jim?" "Oh, all right—I don't understand this very well tho." Teacher: "What seems to be the difficulty?" The teacher helps him gather his thoughts and get a new start on his job. In passing by David, the teacher asks him if he has had a reply yet from Iowa State College concerning the availability of seed of the new "Io-Jap" variety of popcorn. David replies that he has not, but surely should soon. Teacher: "Har-

old, did you talk with your father about that Illinois 360 hybrid seed corn?" Harold: "Yes, he said it would be all right." Teacher: "When you get thru with that job, we had better figure out how much you will need and get it ordered."

What Happens After the First Year?

Thus the class period moves on and thru the weeks and months the freshman develops and works out his plans and watches the results of their application. He virtually builds his own course. True enough, some special arrangement has to be made for the boy with a limited project program. For instance, he may enlarge his program with a hypothetical project or two, or he may select a group of supplementary jobs to work on. During the year we have frequent variations in routine, such as field trips, discussions, class project work, and F. F. A. work, which help prevent monotony in the regular routine. But the development of the home program and the increased ability of the boy to spot and work out his problems and make an application of them are the main achievements of this first year.

The second year is to a large extent a continuation of the first. This year the seasonal problems, such as marketing, harvesting, and record summarizing, complete the cycle of work started the first year. These will occupy the boy's attention along with others arising from additional projects and enlarged scope of first-year projects. The boy continues the notebook work started the first year.

In the second year the boy makes a re-application at home of the jobs he worked and applied his first year. He will not necessarily re-work them in his notebook, but will check up on the success he had with them the first year and will try to make a more effective application of them, leading to better results. For instance, he may not have seeded his rye pasture early enough the first fall to give him abundant early-spring pasture for his early pigs. This year he will see that it is seeded earlier. Or his lambs may have taken too long to reach market weight and condition, so this year he will be sure to include creep feeding in his practice. Each individual makes these adjustments after discovering the weaknesses of his first year.

The work of third and fourth years are still directly or indirectly individual in nature. We devote less time and attention now to the notebooks. The boys will know the procedure of the two kinds of jobs and have their habits of thoroughness in attacking problems somewhat established. We study the problems arising but move directly to their actual application, without detailed writing in the notebook.

How Individualization Changes a Boy's Objectives

The boy's objective changes from: "What did the pigs do for me?" to "How well did I do with them?" Formerly he virtually set up objectives for his pigs. Now he sets them up for himself. Still trying himself out as an individual and applying and re-applying his efforts from year to year, he develops into a

(Continued on page 58)

Supervised Practice

H. H. GIBSON

Planning the Long-Time Program as a Means Toward Establishment in a Type of Farming

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IF YOU were to ask a successful farmer—one who has long been established in farming—to what he attributes his success, you would doubtless receive an answer similar to this one: "I attribute my success to hard work and thinking ahead." This, of course, simply means that he has been planning ahead or planning a long-time program. This farmer may not have his plans written down on paper, but he is ever conscious of his farm-management problems, his credit rating, and his civic and social responsibilities in the community in which he resides.

If we are to attain our ultimate objective of "training young men for proficiency in farming," we must work with them beyond the four years or less of vocational agriculture in high school. Proficiency in farming cannot be attained until the individual has reached a certain degree of establishment in farming. In other words, proficiency and establishment go hand in hand. The higher the degree of establishment, the more proficient the individual becomes.

It is beyond reason to believe that we can train a young man for proficiency in all types of farming, much less establish him in all types. Thus it becomes necessary to train the individual for a specific type of farming and assist him in becoming established in that type. Regardless of the type of farming for which the individual is training, he must have a well-balanced program. This must be kept in mind. By a well-balanced program I have in mind one which will meet the following requirements: 1. It must provide an adequate cash income and increasing volume of business. 2. It must provide feed for the livestock. 3. It must provide food for the farm family. 4. It must provide for maintaining and improving the soil fertility. The program must give preference to the major enterprises in the type of farming the young man has selected. If we are to assist him in becoming established in a specific type of farming he must grow into the farming business.

How One Boy Planned a Long-Time Program

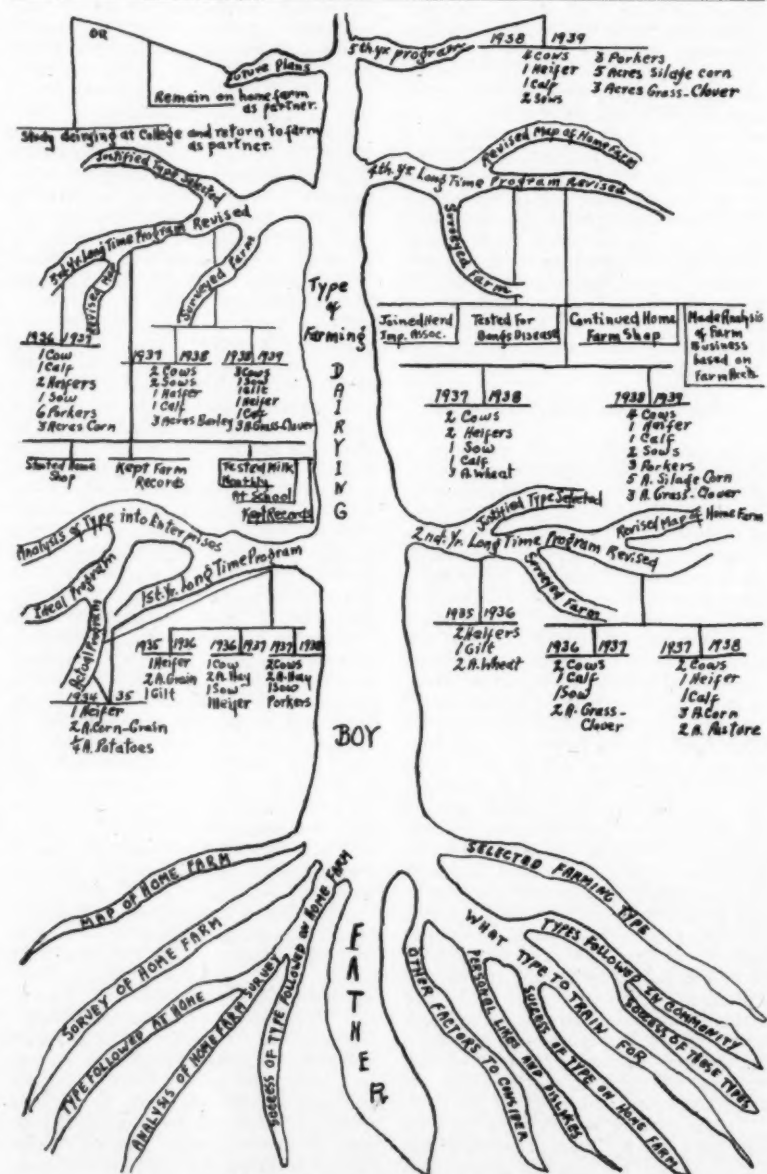
In the effort to illustrate how we may assist our students toward establishment in farming while studying agriculture in high school, I have used an actual case of one of my pupils. I realize that this case as illustrated is incomplete in many ways. It does not show all of his supplementary practices, neither does it show his activities in the F. F. A. organization. However it will serve to illustrate

quite a few of the steps necessary to train an individual in a type of farming—as well as the changes the student makes in his long-time program each succeeding year.

This boy was 14 years of age when he entered high school, and lived on a dairy farm of approximately 200 acres. Family

finances were somewhat limited. The farm was in a fair state of fertility, but the dairy herd production was below average for the community.

After having become acquainted with the F. F. A. organization and the requirements of vocational agriculture his first job was to draw a map of the home farm, locating the fields and crops grown in each field the current year. This was followed by a survey of the crops, livestock, and machinery. This survey was analyzed and a comparison made with other farms of the same type and also with the other types represented by his fellow students. His next job was to study the possibilities, advantages, and disadvantages, for him, of all types of farming in the community.



Due consideration having been given to the above, he selected the type of farming for which he wanted to train. This was dairy farming. He was able to justify his selection with fairly sound reasons. The boy's father was contacted and the program explained, discussed, and his co-operation solicited.

Next, his type of farming was analyzed into all of its enterprises, classifying them as to major and minor importance, and an ideal program set up for four years for his farm. Realizing at the time that he would not be able to conduct all of the enterprises set up in his ideal program, he revised it and set up an actual program for four years.

At the beginning of his second year he made another map of his farm showing certain changes which had taken place. His old map was inadequate. He made another survey of his farm and again justified the type of farming he was following. He then revised his long-time program that had been set up during his first year, making minor changes. The third year another map was made, also a survey of his farming operations the previous year. This year he made his final justification of the type of farming he was training for in order to make certain that he was receiving the training

he desired. This time when he revised his program he formulated a tentative program for his fifth year, which would be for his first year out of high school. During the fourth year he surveyed his farm, analyzed its business for the preceding year, and again revised his program.

During his third year he began to perform improvement practices which made direct contribution to the family farm and to his farmer-training program for dairy farming.

The accompanying tree diagram is used in illustrating this particular boy's set-up. The success of the boy's supervised farming largely depends upon the support given it by the parents. Therefore the tap root represents the father. The supporting roots represent the major steps in selecting the farming type and in paving the way for his long-time program. The lower trunk represents the boy—the individual we are training. The program must be built to satisfy his needs and opportunities. Each limb and its branches represent a long-time program as it was planned each year in vocational agriculture in high school.

As this tree continues to grow, the individual reaches a higher degree of establishment in a type of farming.

every day on the farm. In this work also, opportunities to explore, discover, and utilize personal potentialities for individual development and social usefulness are provided; for it often happens in carrying out a project that minor problems come up which arouse the student's interest, because they stand in the way of completion of the project. The boy asserts his initiative in overcoming these obstacles to progress. Repetition of these problem-solving situations will give a boy experience in that type of real thinking which insures true education. Likewise, his interest in other subjects is aroused, because in many of the necessary business dealings he comes face to face with his lack of knowledge in fields other than agriculture.

Projects, too, often evolve into worthwhile hobbies, pursued for sheer pleasure. The educational importance of hobbies as an avocation has been proved again and again. Teachers have continually witnessed the unfolding and opening up of new fields and even new interests which come to students through a hobby. Zest and variety are added to living. In general, a good hobby must be practical, partly because there is no greater spur to continued interest than tangible, practical results. What could be more logical than for an agriculture student to pursue his assigned project as a hobby?

"Character," says Elbert Hubbard, "is the result of two things: mental attitude and the way we spend our time." The above paragraphs have pointed out that the programs of high-school departments of agriculture are planned to develop in the student the acquisition of desirable character traits and the practice of spending his time in pursuing worthwhile projects; students in such departments will develop into the type of men fitted to take their place in the dynamic society in which we live.

Building Character Through Supervised Practice

WALLACE L. ENGLUND, Teacher,
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Not education but character is man's greatest need and man's greatest safeguard.—Spencer.

THOSE in charge of modern educational planning have made the teaching of character an integral part of the curriculum, with as much thought and preparation being devoted to teaching a boy or girl the meaning of assuming responsibility or of courtesy in its many forms as of the teaching of geometry or rules of grammar. Ray O. Wyland, in his book, *Scouting For Schools*, has said, "We want socialized citizens and not mere adding machines or phonograph records."

Courses in agriculture in the public high schools are contributing much to this character-building program. The manner in which this is being done will be discussed in the ensuing paragraphs.

Living in modern society involves willingness to accept responsibilities. A boy becomes cognizant of this fact early in his activities in agriculture. The successful culmination of any project he undertakes comes only when he accepts the multitudinous responsibilities involved in caring for his particular project, whether it be the raising of blooded animals or of a field of superior-quality corn.

Naturally, the student of agriculture will have business relations with the public. Surprisingly enough, this boy, though he may be young, soon learns that

in such dealings he must acquire a manner of approach which will insure confidence in his abilities. He must assume a businesslike attitude in all matters pertaining to finance. In speaking of this phase of the work we must point out, also, the direct financial benefit of project work to the student. His chosen project may bring returns of from \$100 to \$500 per year, a sum which may not only provide for his present needs but form a nucleus for a college fund. In handling such sums of money the student comes to realize the value of a dollar as a medium of exchange. A dollar will mean to him not only three admissions to the movie or the price of a ticket to a dance but, more likely, the selling price of two bushels of wheat—which in his mind involves weeks of labor and planning. He becomes "penny-wise."

CO-OPERATION is another link in the chain of good citizenship. When the son becomes interested in his project, since he has learned improved farming methods in his classes, he is very apt to inculcate these ideas into the management of the "home place." His enthusiasm will carry over to the parents, and in many cases pride in the appearance of the farmstead is revived or aroused. A father will co-operate with his son in carrying out what may seem to him to be a revolutionary agricultural experiment when he would scoff at the idea originating at any other source. Common interests mean co-operation between the farmer and the son, and, in turn, co-operation between the family and the school and its program; for every parent is grateful to the agency which can improve his lot or that of his family.

"Learn by doing" characterizes vocational agriculture today. The instructor presents text-book materials which are, in turn, tried out in the shop. After this initial practice period, so to speak, the student makes practical use of his knowledge in hundreds of ways



W. L. Englund

Book Reviews

Rural Water Supply and Sanitation, by Forrest B. Wright, published by John Wiley & Sons, Inc., 288 pp., illustrated, price \$2.50. The book is divided into two parts. Part I consists of 24 practical jobs connected with water supply, sewage disposal, and sanitation, arranged in order of difficulty. Part II consists of seven chapters of subject matter related to water supply, sewage disposal, and sanitation. This text should prove useful to general shop teachers in rural communities, and should prove especially valuable to both vocational agricultural students and teachers. *Rural Water Supply and Sanitation* should render valuable aid to county agents, Farm Security Administration workers, and farmers in their efforts to take the fullest advantage of the possible water sources provided by nature.—A. P. D.

Workbook in Producing Farm Livestock, by Edmonds, Kammlade, Nevens, Snapp, and Carroll, published by John Wiley & Sons, price \$1. Perforated, punched to fit a three-ringed notebook. Guide sheets for 95 exercises are included. The workbook is adapted to *Producing Farm Livestock*, by the same authors.—A. P. D.

V. G. MARTIN

Farmer Classes

J. B. McCLELLAND

Co-operative Group Discussion

G. S. DOWELL, Teacher,
Quail, Texas

CO-OPERATIVE group discussion is the heart of the adult class in agriculture. It provides opportunity for wide participation, it accelerates mental activity, and it prepares the way for group action. Since the members share in the development of conclusions they are more ready to carry out plans agreed upon. Co-operative discussion brings learning and doing into close association, and the test of any effort in vocational education is what the members do about it. In adult education, improved practices must be voluntarily adopted and voluntarily continued by the members of the group.

Co-operative group discussion thrives best on a type of leadership which prompts the group growth of co-operative thinking and encourages expression from the backward members. A comparatively small group lends itself best to such co-operative discussion, tho the success depends less on the size of the group than it does on the leader.

The master teacher can conduct a successful co-operative discussion regardless of the size of the group or the training of the members, but he must be master of his subject and inspire confidence in the value of conclusions reached by his spirit of fairness and deep understanding of the subject in general. He is the democratic type of leader who gives and takes with the group. He is one of the group but is more responsible for the conclusions reached than any other member. By skillful questions and occasional suggestions, the leader (teacher) holds the interest and attention at a high level. He must get the group to seek the way to co-operative solution of the problem thru right thinking and loyalty to the truth. He must know that heated discussions are not conducive to a change of mind, but rather that people hold their views open to change thru kindly suggestions and the right presentation of facts. He must know how to guard against wrong thinking and hasty conclusions. Correct reasoning and right conclusions come thru the use of right discussion methods, yet there is no fixed method of conducting co-operative group discussions. The life of the evening school, as anything else, depends on some variety. It is this democratic type of leadership (teaching) on which successful evening-school work depends. In this connection, let us consider three other methods of leadership or teaching which result in the failure of so many evening schools.

The lecturer type proceeds on the assumption that his job is to pour information into so many empty cans. He furnishes the information, does the thinking for the group, and provides no chance for members to express their

thoughts or air their experiences. A lecture class is not, and cannot be, a discussion group because it is not democratic or co-operative and is rarely productive of group thinking or action.

The dictator type of leader (teacher) is sure that he is right and gives his ideas with the air of leaving nothing more to be said, in order to impress the members with his superior talent and cover up his own lack of understanding. This is sure to defeat the purpose of an evening school.

The type that has done more damage than all the rest of the undesirable types is a kind of mirror type of leader or teacher, who is agreeable, uncritical, noncommittal, and who drifts with the group. He fails to distinguish between valid points and faulty thinking. He does not hold the group to a co-operative procedure but reflects back to the group the contributions they make without analyzing, evaluating, or summarizing. Obviously, this is not creative leadership or good teaching and does not serve the purpose of a worthwhile evening school. This kind of leader never knows when to raise questions, encourage backward members, check side-line discussions and digressions, to generalize, or how to get the group to reach the right conclusion. Teachers of vocational agriculture have been told many times that they must not make predictions, tell people how to run their business, nor even disagree with people in the community, but rather furnish facts and let people reach their own conclusions. The result frequently has been that they too often become mere puppets and the promulgators of incorrect information, faulty thinking, and wrong conclusions.

The purpose of the adult agricultural evening school is to train farmers. In order to do this, farmers must be led to think rightly, act on their conclusions, change their minds when they are wrong, and voluntarily adopt improved practices and methods. Since the teacher of vocational agriculture organizes the adult class and is ex-officio leader, he is responsible for the results, whether they be good or bad. Now and then we find an evening school that does more harm than good because of this mirror type of leadership which allows wrong conclusions to be reached and acted upon while the very purpose of the evening school was to improve the quality of thinking.

Several times I have seen vocational conferences brought to naught or do more harm than good because the leader permitted one or more teachers to present incorrect information and lead the group into wrong conclusions, rather than lead them himself to make the right conclusion.

The success of adult class work depends upon the teacher's ability as a democratic leader capable of conducting a co-operative group discussion and leading the members to do constructive thinking on agricultural problems, reach right conclusions, and act on those conclusions.

Metamorphosis of an Adult Class in Agriculture

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AS THE title to this article is read, the reader no doubt is wondering what relationship exists between insect development and evening schools. We must admit that there is no direct connection between the two, but they may be brought together in a parallelism.

Appearing at first to be somewhat far removed, the developments of the two are amazingly similar. Just as an insect goes thru the successive stages in development of the egg, larva, pupa, and adult, so our evening schools must progress thru their various phases of development. There must be a logical, orderly, and progressive series of changes wrought in order to develop properly the integral unit which we call an evening school.

Instead of having just four phases in its metamorphosis, as insects do, the development of an adult class in agriculture will consummate more than four periods. We will find, after studying the development of the evening school, that its growth may be discussed under at least six main headings.

In an article such as this, it is impossible to take up each point separately and to describe in detail all of the various techniques which are involved. Rather, we can list the various steps chronologically and give a general résumé of the highlights under each heading.

We find that the growth or evolution may be divided into the following stages or periods. These may be interpreted in the form of meetings or series of meetings for each stage of development.

1. Exploration—by Instructor

Starting off, then, with the first stage of our evening-school development, the instructor makes use of all the agencies and devices at his command to explore the community needs in terms of evening-school instruction. There isn't any one formula to follow, but here the instructor can put into play all of the methods he possibly can discover to find out what is to be studied by the adult class. I am not going to try to list them because there is such a wide variety, but one of the best is personal visitations.

2. Investigation—by the Group

After the instructor has made an exhaustive canvass of the community served by the school, he is ready to call one or more pre-organization meetings. These meetings should be informal gatherings of all the individuals interested in instructional work. The purpose of these meetings is to have the group explore in the realms of subject matter and discover what course they

will follow. In contrast to the first step in the development, in which the teacher does the investigating, in the second stage of development the prospective class members do some investigational work on problems which they choose to study and discuss.

3. Survey—by Group and Instructor

From here we go to the next step of development, which is the survey. The survey is conducted to diagnose the agricultural situation in the community and region. It should give the instructor a comprehensive and complete picture of the present status; and, from this, he and a committee can plan a program of agricultural development.

4. Organization—by Group and Instructor

The next step is the one which deals with organization. Some schools are not organized in any particular manner, but others have a definite plan of organization. The instructor should leave the organization plan up to the group, but he should so steer the planning that some sort of organization will be set up, because it adds a sense of group solidarity to the class. Organization offers more chance for the instructor to shift some responsibility to the shoulders of the attendants, thus making them definitely an integral part of the school. All evening classes, as I see them, should be the formative stages of some definite organization, such as a shipping association, a purebred sire association, or some other definite unit. These groups should grow out of the adult class. After the problems of the course have been discussed and studied, the group should be familiar with the problems of the enterprise, and organize to solve them. This cannot, of course, be done with all classes, but it surely can for a great many of them.

5. Instruction—by Group and Instructor

The instructional phase of the evening-school development comes next. Here the teacher might use various techniques, but one of the most effective is the group discussion and group participation method. The author has found this one of the most difficult, but at the same time most effective. Once the group gets into the habit of starting its own discussion, the teacher will find it easy to lend his guiding influence and information. He should tactfully lead but not dominate the whole discussion. If John Johnson wants to tell of his experience with purebred cattle, let him do so; but the instructor should be ever on the alert to tie up that experience to a pertinent fact which he hopes to get across. That is good teaching. The primary consideration to keep in mind is to teach thru the experiences and lives of the members of the class.

6. Application—by Group and Instructor

This brings us to the last and, I believe, the most important part of our work—application. With all our other techniques, methods, and plans, we, as teachers, amount to exactly nothing if we do not secure co-operation from our class members in the application of the principles which they have learned in class to their actual home conditions.

Evening schools have come and gone, but only those will live forever in the minds and lives of the farmers which have definitely contributed to the economic betterment of the folks attending.

The best way yet devised to secure the maximum application of the material taught is to go out on the farms of the class members, and work individually with each and every farmer. There is no straight and easy path. We must face obstacles and discouragement, but in the end we will come out on top of the heap with better farmers, more contented and happy rural folk, higher esteem in the minds of the farmers, and more success and happiness for ourselves.

Thus we come to the end of a whole series of developments, each dependent upon the one before it; they follow each other in logical sequence—truly like an insect as it goes thru its various phases of development.

Attracting the Part-Time Group in Puerto Rico

JOSE C. MENDEZ, Instructor,
Las Marias, Puerto Rico

CONDUCTING a part-time class is not such an easy job, but it depends mostly on resourcefulness on the part of the teacher to get started.

In many ways part-time courses offer a wider scope for success than do evening classes. Because we are dealing with young men about our age, there is much more opportunity for many teachers to get thru and succeed at the end.

There are just two things that cause us difficulty before starting such part-time courses: doubt and fear. Yet, there are no such things as doubt and fear, except when you are afraid of making a start and when you lack confidence in yourself.

In my community, a very small town lacking all kinds of modern entertainments for young men, part-time courses are being organized for the first time. When I first decided to organize such classes, I visited the school principal and asked him for a list of out-of-school youth and those graduated within the past three to five years.

I visited 20 prospective members and talked to them about the courses, to be offered and the wonderful opportunity of widening their knowledge. The most important crops and enterprises were taken as a basis for the course, which included coffee, yams, vegetables, swine, and similar enterprises, with related subjects such as sociology, hygiene, and economics to supplement instruction.

The first meeting was a success, with attendance of 18 members and two others brought by some of the persons visiting.

Classes were thus organized and a Young Farmers' Association was formed. A committee on social and athletic activities was organized too. After each class was over, members entertained themselves playing such games as alee-coop, tricky sticks, checkers, backgammon, parcheesi, and dominoes.

Further opportunities for participation were given to some members by means of debates on topics of interest. On Sundays, social activities were provided.

The class is going well, and I hope that it will go as such for years to come.

There is no such thing as doubt and fear. A GOOD start leads toward a GOOD end.

Responsibilities of Teachers of Agriculture

(Continued from page 46)

27. To teach farmers of the community the nature and purposes of the various government agencies set up in this country for the benefit of the farmers and their families.

28. To assist the local school in the development of such educational services as canneries and shops, which will provide means for the farmers and their families to learn thru participation how to improve the living conditions on the farm and how to increase the farm income.

29. To assist the school or county library service in supplying reading material for farm people so that they may keep posted on the current economic and social movements of the present.

30. To teach farmers to beautify their homes and farmsteads with all the native beauty of the community, and to add such other phases as they are able to secure and maintain.

31. To direct the securing of the best available reading or reference materials for the classes in agriculture, and provide satisfactory reading facilities.

32. To provide effective instruction on the improvement of the physical condition of the farm home and buildings on the farm.

33. To maintain high ethical and professional standards in the relationship to other teachers of agriculture and professional workers in the vocational education field and closely related fields of work.

34. To teach conservation of soils and natural resources on the farms in the community.

35. To make, or to assist in making, studies of the community that will make a contribution to the local, state, and national program in teaching vocational agriculture.

36. To teach the economic factors effective in the organization of individual farms of the community.

37. To teach intelligent buying on the part of the farmers and their families.

38. To teach intelligent relationship of the farmer and his business to his civic responsibilities in the community.

39. To teach the skills necessary for farm families to produce and conserve sufficient food and feed to supply their needs.

40. To prepare and submit reports setting forth clearly the accomplishments in the program of agricultural education.

41. To train farm people to exhibit effectively the products of their farms at fairs and other places.

42. To use educational tours, trips to experiment stations, and such opportunities effectively.

43. To help develop a school system for rural people that will build up a farm life morale and a love of country life.

Studies and Investigations

C. S. ANDERSON

The Needs for Vocational Education in Agriculture in Georgia

O. C. ADERHOLD, Teacher Education,
Athens, Georgia

VOCATIONAL education in agriculture has experienced since its beginning in 1917 a consistent and wholesome growth. In the early days of the program the administrators spent most of their time and energy in an effort to convince school officials that agricultural education could contribute to the needs of farm boys in high school.



O. C. Aderhold

The subject, as a part of the high-school curriculum, has since become increasingly popular with those responsible for planning educational programs in the State. Superintendents and principals no longer ask the question: "Is agriculture a teachable subject?" They are now demanding that teachers of agriculture have a place on the high-school faculty and give instruction to the farm boys in high school, to out-of-school farm boys, and to farmers in the patronage area of a school.

The writer's study of the need for vocational education in agriculture in Georgia was initiated at the request of administrators in this field in the State. Their desire to know the needs for such a program in the State and the enthusiasm evidenced by them as the study progressed have been important factors in stimulating the writer to complete the undertaking.

The study has three major purposes: (1) to suggest a fundamental philosophy to guide in the development of a program in vocational education in agriculture; (2) to provide administrators of agricultural education with the necessary data so analyzed, organized, and interpreted that they may arrive at a sound basis of judgment in expanding the program to meet the needs of the State; and (3) to demonstrate a technique which may be applied to studying the needs of agricultural education in other states.

The investigation is organized into two major parts. Part I deals with a statement of a philosophy of vocational education; and the need for an analysis of the human, agricultural, and school resources as a basis for projecting a program of vocational education in agriculture.* Part II is a detailed analysis, organization, and interpretation of the human, agricultural, and school resources of a selected county, a chosen district, and the State.

This article is limited to an analysis of Part II of the study. It is assumed that the readers of this article will be primarily concerned with the technique, findings, and recommendations, all of which are in Part II of the investigation.

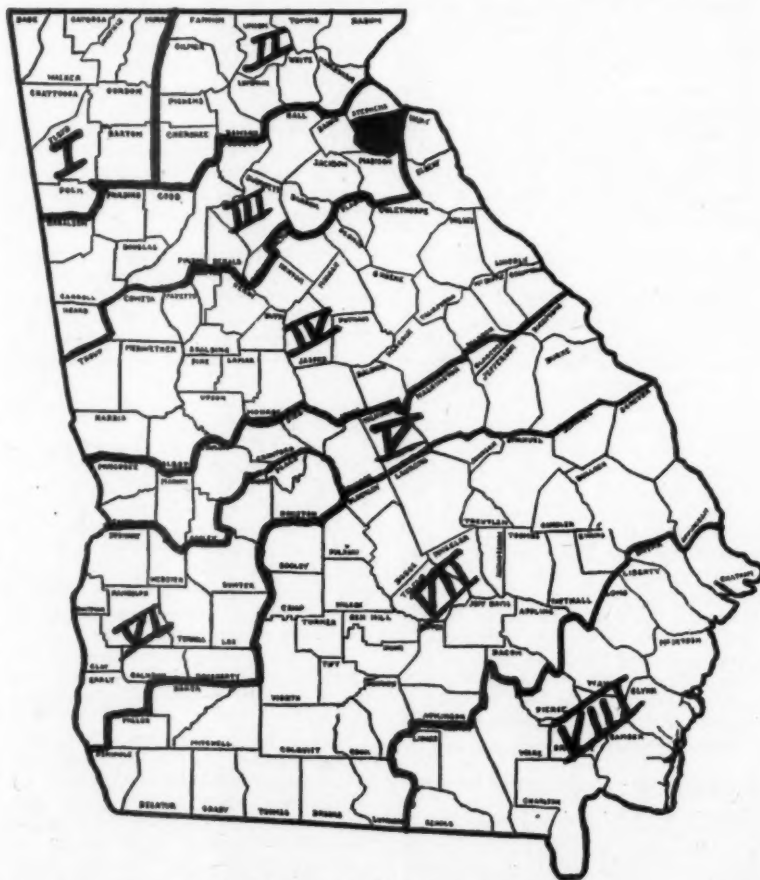
In Part I educational "need" was defined as that *which should be done in order to attain the ideals of democracy*. It was also emphasized that the ideals of democracy involve the use of intelligence in dealing with the problems of environment. If these concepts are accepted as a basis of action, one of the major concerns of those responsible for the formulation of a State program in vocational education in agriculture is that of dis-

covering the environmental factors that must be considered and used in reaching the objective. This would require a knowledge of (1) number, location, and characteristics of farmers and farm boys; (2) agricultural resources and trends; and (3) school facilities in specific communities, counties, districts, and the State in order to discover the important problems of farming and farm living. One county (Franklin), one district (District III), and the State as a whole are the areas selected for use in the study. (See State Map.)

Several types and kinds of data are used in the effort to develop a picture of the human, agricultural, and school environment in Franklin County, in District III, and in the State as a whole.

Human Resources

Six factors, or criteria, are analyzed in order to develop a comprehensive picture of the human resources and needs. The analysis is devoted to: (1) number



Selected County and Land Use Areas in Georgia

- | | |
|------------------------------------|-----------------------------|
| I. Valley and Ridge Belt | V. Fall Line and Sand Hills |
| II. Blue Ridge Belt | VI. Coastal Plain Red Sands |
| III. Upper Piedmont | VII. Middle Coastal Plain |
| IV. Lower Piedmont—Plantation Belt | VIII. Coastal Flat Woods |

and trend in number of farm operators in the areas, (2) trend in rural population, (3) number of out-of-school farm boys from 19 to 25 years of age, (4) number of high-school boys, (5) the accomplishments of the present program of vocational education in agriculture in meeting the needs of farmers and farm boys, and (6) number of new farmers needed annually to replace those dropping out of farming.

Agricultural Resources

The factors used are: (1) type of farming practiced, (2) yield of certain crop enterprises, (3) production of certain livestock enterprises, (4) soil erosion, (5) number and trend of farms, (6) trend in size of farms, (7) trend in farm ownership and farm tenancy, (8) income

and (9) farm equipment and home conveniences.

School Facilities

Classrooms and other physical facilities which are important in meeting the needs of farm people in an area are studied here. The major factors considered are: (1) number and size of schools, (2) location of schools, (3) available rooms for agricultural departments and (4) curricula of the schools.

In addition to the analysis of the resources and needs for agricultural education in the three areas, a study of teacher load was made and a measure developed for arriving at the number of teachers needed in a specific area.

Following a rather detailed analysis of data dealing with the above factors,

a program in agricultural education to meet the needs of the human resources and improve the farm situations discovered in the selected county, the chosen district, and the State was proposed.

The recommendations are judgments that grow out of the mass of data summarized in the study. These data plus the philosophy formulated and the measure of teaching load are the basis for the suggestions.

The recommendations are in two parts: (1) the general character of vocational education in agriculture, and (2) the number of teachers of agriculture to meet the needs. Below are suggested programs for each of the three specific areas studied.

Franklin County

Nature of Program

The program of vocational education in agriculture in Franklin County should be built around the cotton type of farming. About nine out of every 10 farms in the county are cotton-type farms. The few dairy, general, and self-sufficing farms are not concentrated in any one part of the county. The program in agricultural education must deal with dairy cattle, poultry, swine, gardens, orchards, wheat, oats, corn, sweet potatoes, syrup, hay, cow peas, and rye in addition to the major enterprise—cotton. The program must also be devoted to decreasing soil erosion, increasing yields of crops and livestock, improving the farm equipment, improving home conveniences and housing facilities, and increasing the farm income. The program, at least in its beginning, must deal with small farming units with about two thirds of the units operated by tenants.

Teachers Needed

A careful consideration of the facts relative to number of farm operators, farm population, out-of-school boys, number of boys in high school, number of farmers needed annually, the present program of agricultural education in the county, trend in size of school units, number of schools, curricula of the schools, location, and teaching load leads to the suggestions relative to number of teachers found in Table 1. This table shows a total of 15 white teachers needed.

There are no negro teachers of agriculture in the county. There is a need for one one-fourth time in-school teacher located at Union Grove and one devoting full time to out-of-school youth and farmers in the county.

District III

The technique employed in Franklin County in arriving at the suggested program of vocational education in agriculture, in terms of the nature of the program and number of teachers needed, is applied to each of the counties in District III.

Nature of Program

The program of agricultural education in District III should be organized around the cotton-type of farming. Cotton farming is practiced almost exclusively in all areas of the district except

(Continued on page 58)

TABLE 1—NUMBER OF WHITE TEACHERS NEEDED IN FRANKLIN COUNTY

School	In school $\frac{1}{4}$ time out of school $\frac{1}{4}$ time*	In school $\frac{1}{2}$ time out of school $\frac{1}{2}$ time	In school $\frac{3}{4}$ time out of school $\frac{3}{4}$ time	No in school time full out of school time	Total number teachers to meet the needs	Number of teachers in county	Total additional teachers needed
Ashland				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Banks Academy				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Bold Springs			1		1	1	
Carnesville	1				1		
Center				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Dawkins							
Dogwood				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Fairview				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Flat Rock				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Grady				1	1		1
Gum Log							
Line 1			1		1	1	
Mary Moss				1	1		1
Middle River				1	1		1
Plain View				1	1		1
Poplar Spring				1	1		1
Prospect				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Red Hill			1		1		
Sandy Cross			1		1	1	
Unity				1	1		1
Whitworth				1	1		1
Canon				$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Lavonia			1		1		1
Royston		1			1		
TOTAL	1	1	5	12	19	4	15

*"In school" refers to time teachers devote to in-school groups and "out of school" refers to time devoted to out-of-school groups.

TABLE 2—NUMBER OF WHITE TEACHERS NEEDED IN DISTRICT III

County	In school $\frac{1}{4}$ time out of school $\frac{1}{4}$ time	In school $\frac{1}{2}$ time out of school $\frac{1}{2}$ time	In school $\frac{3}{4}$ time out of school $\frac{3}{4}$ time	No in school time full out of school time	Total number teachers to meet the needs	Number of teachers in each county	Total additional teachers needed
Banks	1		3	10	14	1	13
Cobb		2	10	15	27	3	24
Carroll	1	3	8	23	35	4	31
Barrow		2	5	8	15	1	14
DeKalb		2		16	21	2	19
Douglas	3			9	10		10
Forsyth		1	3	14	18		18
Franklin	1	1	5	12	19	4	15
Fulton	2			25	27	2	25
Gwinnett		5	9	19	33	3	30
Hall		2	9	16	23	1	27
Haralson	1	2	5	9	17		17
Heard		2	3	6	11	1	10
Jackson	2		6	14	22	2	20
Madison		2	7	10	19	2	17
Paulding		2	3	12	17		17
Rockdale		1	2	3	6	1	5
Stephens	1			8	9	3	6
TOTAL	14	27	78	229	348	30	318

TABLE 3—NUMBER OF WHITE TEACHERS NEEDED IN GEORGIA

District	In school $\frac{1}{4}$ time out of school $\frac{1}{4}$ time	In school $\frac{1}{2}$ time out of school $\frac{1}{2}$ time	In school $\frac{3}{4}$ time out of school $\frac{3}{4}$ time	No in school time full out of school time	Total number teachers to meet the needs	Number of teachers in 1936	Total additional teachers needed
I	8	9	34	105	154	10	144
II	3	12	15	90	120	7	113
III	14	27	78	229	348	30	318
IV	10	28	69	163	270	22	248
V	3	11	20	54	88	7	81
VI	3	9	25	25	62	7	55
VII	21	43	122	280	466	43	423
VIII	3	12	15	34	64	3	61
TOTAL	65	151	378	978	1,572	129	1,443

Future Farmers of America

L. R. HUMPHERYS

The Work of the Secretary

LESLIE NELSON, Teacher,
Brigham, Utah

THE secretary is the life blood of the organization. It has often been said that it is more important to have a good secretary than a good president. If the secretary is awake and knows his business he will be the "key man" in seeing that the details of the chapter program are carried to completion. Too much emphasis cannot be given to the necessity of the proper functioning of this all-important office.

Too often the only source of information concerning the actual working function of the secretary is the by-laws of the local chapter. It must be remembered that a definite responsibility of the adviser is to provide all officers with a clear understanding of all the details in connection with their offices. The adviser should also see that the officers become acquainted with the F. F. A. Manual, reference books, and other sources which will aid them in carrying out the functions of their respective offices.

In a conference with the adviser of a chapter which has always been noted for its outstanding secretarial work, I discovered that the magic success of his chapter secretary from year to year was due, first, to a clear understanding of his duties; and, second, to the habit developed among all officers of asking the secretary for information. The adviser related that early in the year he always has a private conference with the secretary. Together they talk over a detailed, written list of "Instructions to the Secretary." He then invited the writer to ask his chapter secretary some questions about the local organization. A dozen questions were asked about such things as membership, degrees held by members, the business of officers' meetings, the chapter by-laws, membership and functions of various committees, chapter paraphernalia, and many other things. This fellow not only answered these questions, but he elaborated enough in detail to give me information about the chapter that even the adviser had forgotten to mention. Furthermore, it was a joy to look at his records of minutes, attendance, and progress of individual members. Such efficiency requires organization and pays big dividends in lightening the load of the adviser, in getting work accomplished, and in teaching the boy to shoulder responsibility. In effect, this says the organization is going on its own power.

The Utah State Association, with



Leslie Nelson

the help of the teacher-trainer and individual teachers, provides a secretary's record book which we consider an invaluable aid to secretarial activity. This book includes pages for recording all the transactions of chapter business, and, in addition, gives a list of duties and complete instructions for the work of the secretary. This book, together with contacts made with other chapters and secretaries of other types of organizations, prompts the following suggestions to secretaries of F. F. A. organizations.

"INSTRUCTIONS TO THE SECRETARY"

1. Provide yourself with adequate equipment. This should consist of at least the following items: (a) a notebook for taking notes; (b) a book in which the chapter program, calendar of activities, and committee assignments are kept; (c) a book for keeping a record of members, and degrees held; (d) a rollbook; (e) a book in which approved minutes are to be recorded. The last four may be included in one book but the first item, the notebook, should be used as a separate record.

2. Do not use loose paper for taking notes; the record is too easily lost. Use a notebook suitable for this purpose.

3. Take notes of all transactions and events as they happen and, as soon as possible after adjournment of a meeting, transcribe the notes into an accurate written record. This record is commonly called the "minutes." Because of the fact that the record of the secretary is often referred to as a chapter guide, accuracy should be the watchword. Make this record in legible writing so that anyone can read it and get the meaning. Brevity is important, but completeness and accuracy are more important. All minutes entries should contain date, time, type, and place of meeting, a record of those present, a summary of all events, and a record of transacted business. As soon as the minutes are read and approved they should be signed by the president and attested by the secretary.

4. Be sure to date and sign all written records.

5. Insist on receiving a written record of the report of any committee.

6. Keep a committee activity chart so that you can easily check on the proposals and accomplishments of each committee.

7. It is the responsibility of the secretary to make and call attention to the "monthly chart of activity." Keep this on the wall in a conspicuous place and be sure to designate who is responsible for each activity.

8. It is the duty of the secretary to promote and remind the president of coming business and events and to keep him informed about the progress being made toward the accomplishment of objectives.

9. The secretary should be familiar with the constitution and by-laws, and other records of the organization.

10. He should keep in touch with the chairman of each committee so that he can report on the business or membership of the committee on request.

11. He should keep a record of attendance at officers' and chapter meetings.

12. The secretary should carry on and keep a record of all chapter correspondence.

13. Before each officers' meeting, review the minutes of past meetings and bring up any items that need to be discussed.

14. Before each chapter meeting, with the help of the president, make a written "agenda." In important situations it is well to see that each officer is provided with a copy of the items of business to be considered (agenda).

15. Finally, and most important—remember at all times that the secretary is the individual who keeps the organization intact, preserves the official chapter record, and in many respects is the executive officer of the chapter.

From what has been said, it will be observed that great care should be exercised in choosing the secretary of the local chapter. The wise adviser will plan to provide instructions for the secretary along with other officers. Such procedure constitutes a part of the leadership training which should be included in each year's work.

Texas Awards Honorary Lone Star Degree

J. B. RUTLAND, State Supervisor,
Austin, Texas

WITH a growing interest in Future Farmer activities in Texas, there has come a demand for some kind of recognition for advisers of outstanding chapters. The demand grew so great that the executive committee of the Texas Association of F. F. A. asked a group of interested advisers to co-operate in developing a score card to show the achievements that local chapter advisers should attain to qualify for the *Honorary Lone Star Farmer Degree*.

The following requirements and score card for evaluating these requirements are the result of two years of study by a committee of Future Farmers and advisers:

Requirements for the Honorary Lone Star Farmer Degree for Teachers of Vocational Agriculture

1. The candidate must have been teaching in the same department for a minimum of three years preceding the convention.

2. His chapter must have entered the state chapter contest each year.

3. He must have paid A. V. A. and T. V. A. dues each year (3-year minimum).

4. He must have developed at least

three State Farmers or one American Farmer.

5. Chapter must have been represented at each state convention (3-year minimum).

6. Chapter must have been represented in at least one national convention.

7. Chapter must have put on a Father and Son Banquet each year (3-year minimum).

8. Chapter must have shown at least one educational booth each year (3-year minimum).

9. Chapter must have been represented by at least two judging teams in area or state judging contests each year (3-year minimum).

10. Chapter must have been represented in district or federation leadership contests each year in three of the six contests—that is, in three of the following: debate, chapter conducting, newswriting, extemporaneous speaking, public speaking, or one-act play (3-year minimum).

11. The candidate must have subscribed to *The Agricultural Education Magazine* each year (3-year minimum).

12. He must have attended summer school at least six weeks during the last three years.

13. a. He must have submitted all V. A. reports when due (3-year minimum).

b. He must have had a 100 percent paid-up membership in his F. F. A. chapter by December 1 of each year (3-year minimum).

14. He must have paid membership fee in the state teachers association each year (3-year minimum).

15. He must have attended at least one national convention.

16. He must present written evidence of:

- a. Character
- b. Co-operation with school officials

c. Co-operation with county agent

d. Co-operation with other agricultural agencies

e. Community service

f. Good credit rating

17. An application showing that all 16 requirements have been met must be submitted to the area adviser and approved by him before the state F. F. A. executive committee shall consider the application.

18. This degree shall be conferred only at the state F. F. A. convention or at the Gold Key Banquet at Fort Worth during the Fat Stock Show.

SCORE CARD

For Determining
Honorary Lone Star Farmer Degrees for
Teachers of Vocational Agriculture

Requirements	Points Allowed	Points Scored
1.....	3	.....
2.....	5	.....
3.....	5	.....
4.....	10	.....
5.....	10	.....
6.....	10	.....
7.....	4	.....
8.....	5	.....
9.....	5	.....
10.....	5	.....
11.....	5	.....
12.....	5	.....
13a.....	5	.....
13b.....	5	.....
14.....	5	.....
15.....	3	.....
16.....	10	.....
TOTAL.....	100	.....

To receive an Honorary Lone Star Farmer Degree the candidate must score 90 percent or more on this rating. The results of this score card have

been gratifying. Among the benefits gained thru its use are:

1. It has maintained a dignity and high regard for the Honorary State Farmer Degree. (In Texas, the Lone Star Farmer Degree.)

2. It has emphasized "achievement of the individual as the basis for advancement from rank to rank in the Future Farmers of America."

3. It has helped to stimulate the love of labor as the source of joy in life in both boys and teachers—all working together to make the chapter outstanding and to make it an adequate training device for boys enrolled in vocational agriculture.

4. It has developed among the teachers of vocational agriculture a greater appreciation for the State Farmer key. They know the adviser and local F. F. A. chapter members must make outstanding achievements to be awarded the degree of Honorary Lone Star Farmer.

5. It has encouraged teachers of vocational agriculture who have outstanding F. F. A. chapters.

6. It has stimulated local F. F. A. Advisers who desire to receive recognition and advancement thru achievement in their work as teachers, organizers, and leaders of boys.

This score card has given local, district, area, and State Honorary Lone Star Farmer committees something definite on which to base their decisions in approving and recommending candidates for this degree. It has helped and further stimulated the activities of local chapters in awarding to deserving men the honorary degree in Future Farmers of America.

A Noon-Hour Recreational Program

B. R. DUGDALE, Advisor,
Stanley, Wisconsin

WHAT do your chapter members do during the school noon hour? In our school the Future Farmers have organized a well-rounded program of recreation. As the adviser of the Stanley chapter for nine years the writer has felt for some time that the Future Farmers need some activity to occupy their time during the noon recess.

This year, in drawing up the program of work, the executive committee of the chapter gave considerable time to the planning of recreation for their members. As a result we have put into operation a wide variety of activities. With the largest chapter of F. F. A. in the state, (100 members) including active, associate, and honorary members, we needed this wide variety of activities to give each member a chance to participate. The activities being regularly conducted are ping pong, checkers, Chinese checkers, volley ball, basketball, boxing, and shuffleboard. In the spring, kitten ball will be added. Each activity is supervised by a separate F. F. A. committee. One member acts as general chairman. He issues all equipment and checks in the equipment at the end of the noon hour. The other members of the committee take the initiative in organizing the games.

Several advantages of this feature of

(Continued on page 58)

National F.F.A. President Attends Montana Convention



During a visit in Montana by Robert Elwell, national president from Orono, Maine, the Future Farmers of Browning, made up largely of Indian boys, gave him a royal welcome. A special dress parade, Indian dances, and Indian plays were given for the benefit of President Bob. The national president also was made to feel like a real westerner by appearing on the college campus garbed in cowboy attire consisting of boots, chaps, gun, and hat. After the state convention several of the state officers planned and carried out a trip for President Bob thru the Yellowstone National Park. Five hundred Montana Future Farmers attended the state convention and celebrated the tenth year of F. F. A. work in Montana.—L. R. H.

The Needs in Georgia

(Continued from page 55)

in Fulton, DeKalb, and Cobb counties. In these counties dairy, truck, special crops, and general farming are practiced to a considerable degree.

There is a need for increasing the yields of crops and livestock, conserving and improving the soil, increasing income, and improving home and living conditions. The farms are small and about 65 percent of the whites and 89 percent of the colored farmers are tenants.

Number of Teachers Needed

Table 2 shows the number of teachers needed in the district. The number of colored teachers needed in District III is arrived at in the same way as for whites. The total needs for the district are 36 colored teachers with full out-of-school programs.

State

The technique used in Franklin County and in District III in arriving at the needs for agricultural education is employed to determine the needs of the other districts in the state and of the state as a whole.

Nature of Program

There is such a wide variety of types of farming and other agricultural situations in the state as a whole that the description of a program of education in agriculture for the state must be very general. The detailed programs, however, may be worked out for each district and county from the data in this study.

Sixty-seven percent of the farms in the state are cotton-type farms. Although two thirds of the farms are built around the cotton enterprise, the minor and contributory enterprises shift in number and relative importance in the different districts of the state. In all districts except II and VIII the program should be built largely around cotton farming. Parts of districts VII and VIII are largely tobacco and other crop specialties.

In all areas of the state the educational program should be concerned with increasing crop and livestock yields, improving and conserving soil, improving farm homes and equipment, and increasing the per-capita farm income. In all districts except VIII the majority of the farmers and farm boys will be living on rented farms.

Number of Teachers Needed

The number of teachers needed to

deal effectively with these important problems of farming and farm living in Georgia is given in Table 3.

The number of white teachers of agriculture needed in Georgia to give organized instruction to farm boys, out-of-school youth, and farmers is 1,572. There were 129 such teachers in 1936, leaving 1,443 as the number needed. It may be noted that 978, or 68 percent, of the 1,443 are needed for instructing out-of-school boys and farmers. Four hundred and sixty-five teachers will meet the needs of the in-school groups and also provide instruction for a limited number of out-of-school boys and farmers.

There is a need for 543 additional colored teachers of agriculture in Georgia. In 1936 there were 44 teachers working in 46 school centers in the state. This is approximately enough teachers to give instruction to the Negro boys from farms enrolled in high schools. The program in vocational education in agriculture, at the present time, must be largely with out-of-school farm boys and farmers because there are few Negro boys in high school. The need for colored teachers is in the middle section of the state, in districts IV, V, and VII.

Concluding Statement

The problems of farming in Georgia revolve largely around the cotton type of farming. More than two thirds of the farms of the state are of the cotton type. There are, however, sufficient numbers of other types of farming, especially in districts II and VIII, to make it impossible to formulate one program of agricultural education that would meet the needs of all areas of the state. This study provides the basic data for building specific programs to meet the needs of the 159 counties in Georgia and general programs to meet the needs of the eight districts and for the state as a whole.

The program in all areas should be concerned with increasing crop and livestock yields, improving and conserving soil, improving farm homes, and increasing income.

The total number of white and colored teachers needed in the state is 1,986. It is the author's belief that 1,986 teachers of agriculture plus the 173 already giving instruction in this subject would be great factors in training farmers and future farmers to use intelligence in solving the pressing farm problems of Georgia. Two thousand teachers giving organized instruction in the major farm problems analyzed in this study could make a significant contribution toward the democratic ideal.

*This will appear in a forthcoming issue of this magazine.

Individualization of Instruction

(Continued from page 49)

more successful operator. Each boy is continuously watching for new methods, ideas, and suggestions to improve his practice. Our many group discussions—and much of our class time in the third and fourth years consists of discussions—are always grounded in the individual home activities and problems. Again these group and class discussions work to develop the individual boy, as well as his pigs, for he has to practice expressing himself concerning his experiences, his opinions, and references read.

When boys are asked for their reaction to the individual approach compared with other methods that might be used, and are used in other schools, they are practically unanimous in desiring to continue this plan. For instance, Arthur Allen, a senior, says: "I like working on individual jobs that the individual is concerned with, rather than the whole class working on one job. The individual jobs which you work and put to use in your project program are the ones you are most likely to use when you start farming for yourself. Working as a class on the same thing, which some are not interested in and never use, would just be a waste of time for the individual not interested."

From the standpoint of the teacher, there is a great deal more satisfaction in the work to see these boys tackle the problems that are vital to them and accomplish much more at home thru the working of these jobs. The added interest thruout the department sets up a more dynamic atmosphere—a spirit of achievement. And as one watches his seniors graduate he has the feeling that, having moved together thru one personal experience after another, they have exercised their capacities, abilities, and ideals to an extent that they are changed individuals, better prepared to meet life's challenges and more extensively established in the farm enterprises that will set them up in their farming business.

*This paper was presented at the Agriculture Teachers' Section of the American Vocational Association Convention at St. Louis, December 3, 1938.

Noon-Hour Recreation

(Continued from page 57)

the program of activities have already been observed. One is the fact that it gives the farm boy a chance to participate in athletic games that he would not ordinarily have in our larger high schools. This makes him feel on a par with the town boys. Another advantage is that it has a tendency to keep boys from loafing on the streets and in the stores during the noon hour. Mr. C. W. Dodge, Superintendent of Stanley schools, is a very enthusiastic supporter of this new phase of our program. He is an honorary member of our chapter and a fine co-operator in all things connected with the agriculture department in the Stanley high school.

Where grows?—Where grows it not? If vain our toil, we ought to blame the culture, not the soil.—Pope.

TABLE 4—NUMBER OF COLORED TEACHERS NEEDED IN GEORGIA

District	In school ¾ time out of school ¼ time	In school ½ time out of school ½ time	In school ¼ time out of school ¾ time	No in school time full out of school time	Total number teachers to meet the needs	Number of teachers in 1936	Total additional teachers needed
I.....				15	15	2	13
II.....				5	5	0	5
III.....				37	37	1	36
IV.....	1	3	12	180	196	4	192
V.....		1	4	65	70	4	66
VI.....	1	1	6	69	77	9	68
VII.....	2	2	11	151	166	21	145
VIII.....	1		2	18	21	3	18
TOTAL.....	5	7	35	540	587	44	543

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